

UNIVERSITI TEKNOLOGI MARA

**THE INTEGRATION OF SOCIAL
NETWORK SERVICES (SNSS) IN THE
ESL WRITING CLASSROOM:
A QUALITATIVE STUDY ON UITM
ENGLISH LECTURERS AND STUDENTS**

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AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own investigation, unless otherwise indicated or acknowledge as referenced work. This dissertation has not been submitted to any other academic institutions or non-academic institutions for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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ABSTRACT

Technology advancement specifically in Social Network Services (SNSs) offers global materials and a natural context to promote students' writing skills in the ESL classroom. However, not many educators in higher education institutions in Malaysia utilize the technology to enhance students' English language skills particularly in writing. This study sets out to explore the English lecturers' and students' perception on the integration of SNSs in the ESL writing classroom in Universiti Teknologi Mara Campuses in Malaysia. The researcher applies a qualitative approach whereby to achieve the objective of the study, the required qualitative data were collected through non-structured interview sessions, online discussion and via email responses. The questions have been designed to seek responses on the types of social-network related activities normally conducted by the lecturers, perceptions related to the strength and weaknesses of the integration of SNSs in the ESL writing classroom, views from the lecturers on the usefulness, effectiveness, ease of use and accessibility, students' participation and involvement and interaction between the lecturer and the students, and finally the students' perception on the usefulness, effectiveness, ease of use and accessibility, lecturer's involvement and feedback and interaction between the lecturer and the students. The analysis of the data revealed that both the lecturers and students view the integration of SNSs in the ESL writing classroom optimistically. Nevertheless, the main concern highlighted was due to poor internet connection which hinders the lecturer to make use of SNSs in the learning process. With the qualitative data presented in this study, SNSs can be used as an interactive instructional tool to promote students' writing skills in the ESL writing classroom. It is suggested that future research should focus on the effectiveness of integrating SNSs to enhance other language skills such as reading, listening and speaking. Apart from that, future research could consider exploring how students who are majoring in English perceived the use of SNSs in the ESL writing classroom to enhance their writing skills. In addition, experimental research could also be carried out to investigate the effectiveness of SNSs in the ESL writing classroom as compared to the traditional classroom approach.

ABSTRAK

Kemajuan teknologi khususnya ‘Social Network Services’ (SNSs) menawarkan bahan global dan konteks semula jadi untuk menggalakkan kemahiran menulis dikalangan pelajar di dalam kelas bahasa Inggeris sebagai bahasa kedua. Walau bagaimanapun, tidak ramai pendidik di institusi pengajian tinggi di Malaysia menggunakan teknologi tersebut untuk meningkatkan kemahiran pelajar bahasa Inggeris dalam penulisan. Kajian ini menggariskan untuk meneroka persepsi pensyarah Bahasa Inggeris dan pelajar terhadap integrasi SNSs untuk meningkatkan kemahiran menulis di kelas bahasa Inggeris sebagai bahasa kedua di kampus-kampus Universiti Teknologi Mara di Malaysia. Pengkaji menggunakan pendekatan kualitatif di mana untuk mencapai objektif kajian ini, data kualitatif yang diperlukan dikumpulkan melalui sesi temuduga bukan berstruktur, perbincangan dalam talian dan melalui e-mel. Soalan-soalan yang telah digubal untuk mendapatkan maklum balas tentang jenis-jenis aktiviti yang berkaitan sosial-rangkaian yang biasa dijalankan oleh pensyarah, persepsi yang berkaitan dengan kekuatan dan kelemahan mengintegrasikan SNSs dalam kelas bahasa Inggeris, pandangan daripada para pensyarah tentang kebergunaan, keberkesanan, kemudahan penggunaan dan akses, penyertaan dan penglibatan dan interaksi antara pensyarah dan pelajar, dan akhirnya persepsi pelajar terhadap kebergunaan, keberkesanan, kemudahan penggunaan dan akses, penglibatan pensyarah dan maklum balas dan interaksi antara pensyarah dan pelajar. Analisis data menunjukkan bahawa kedua-dua pensyarah dan pelajar melihat integrasi SNSs dalam kelas bahasa Inggeris sebagai bahasa kedua dalam penulisan adalah optimistik. Walau bagaimanapun, kebimbangan utama yang dibincangkan adalah disebabkan oleh masalah mengakses internet di kampus yang menghalang pensyarah untuk menggunakan SNSs dalam proses pembelajaran. Dengan data kualitatif dikemukakan dalam kajian ini, SNSs boleh digunakan sebagai alat pengajaran interaktif untuk menggalakkan kemahiran menulis pelajar kelas bahasa Inggeris sebagai bahasa kedua. Adalah dicadangkan supaya kajian akan datang memberi fokus kepada keberkesanan mengintegrasikan SNSs untuk meningkatkan kemahiran bahasa yang lain seperti membaca, mendengar dan bertutur. Selain daripada itu, kajian masa depan boleh menimbang untuk meneroka bagaimana pelajar yang pengkhususan dalam bahasa Inggeris melihat penggunaan SNSs dalam kelas bahasa Inggeris untuk meningkatkan kemahiran penulisan mereka. Di samping itu, penyelidikan eksperimen juga boleh dijalankan untuk menyiasat keberkesanan SNSs didalam kursus bahasa Inggeris sebagai bahasa kedua berbanding dengan pendekatan pengajaran tradisional.

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